

## RECESS TIME

Sandy sat in class staring out [the/ ant/ sip] window at the playground outside. Sandy [steam/ shout/ loved] to play on the playground. Sandy [say/ bake/ had] two best friends, Ann and Kate. Together, [the/ sat/ fall] three girls would run outside at [recess/ basket/ green] time and try to get to [and/ the/ how] swings first. The girls would swing [will/ as/ no] long as they could before the teacher [arm/ port/ told] them to get off of the [swings/ twigs/ grows]. The teacher had to remind the [table/ three/ woods] girls every day that other children [roller/ molds/ should] be able to swing on the [swings/ birds/ rainbow], too. Sandy, Ann, and Kate would [seep/ wing/ then] go from the swings to the [monkey/ spoken/ erase] bars and see who could hang [upside/ jumped/ little] down the longest. Sandy, Ann, and Kate [heard/ always/ nestle] had lots of fun at recess [stay/ time/ read].

"Sandy, what is the answer to [be/ do/ my] question?" said the teacher. Sandy jerked straight [as/ no/ up] in her chair. She had not [meat/ been/ wed] paying attention to the teacher. Instead, [toe/ she/ and] had been staring outside and daydreaming. "Um, [I/ An/ Is] don't know," Sandy said. She [apple/ could/ lease] hear the other kids in the [geese/ class/ beast] whispering and giggling. "You need to [she/ and/ pay] attention or you won't get to [not/ pat/ go] outside for recess," the teacher said. [Met/ The/ Yes] threat of not being able to [go/ of/ if] outside was enough to make Sandy [best/ why/ sit] up and

listen to the teacher.

[Off/ At/ Me] last, the bell rang for recess. Sandy [red/ top/ and] her friends were the first ones [vet/ out/ add] of the door. They ran as [call/ fast/ head] as they could to jump on [and/ fat/ the] swings. They ran up to the [faster/ swings/ reading] and then came to a screeching [feel/ open/ halt]. The swings had been taken down! [The/ Ant/ Hat] teacher came up behind them. "The [either/ swings/ create] needed to be taken in for repairs," [bat/ the/ ate] teacher said. Sandy, Ann, and Kate [told/ fast/ felt] very sad. What were they going [to/ me/ as] do now?

"Let's go play on [doe/ oar/ the] monkey bars," said Ann. The [three/ nests/ enter] girls ran over to the monkey [very/ bars/ tear]. However, the monkey bars were covered [sit/ up/ beg] with big sheets of plastic. "The [times/ butter/ monkey] bars are too dangerous," said the teacher. "[Bet/ We/ It] covered them up with plastic so [that/ fast/ wimp] none of the kids would play [to/ on/ we] them and get hurt." The girls [wisp/ sat/ red] down in the grass with sad [looks/ fine/ ghost] on their faces. "We can't play [he/ it/ on] the swings or the monkey bars. [Best/ What/ Lost] are we going to do?" asked Sandy. "[I/ A/ On] know," said Ann, "let's just sit [vet/ book/ here] and talk." The girls had a [feel/ beam/ good] time just sitting and talking for [dad/ the/ cat] rest of their recess time. They agreed to do that more often.